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TEACHERS' MANUAL FOR HUMAN GEOGRAPHY

BOOK I PEOPLES AND COUNTRIES

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FOREWORD

BY J. RUSSELL SMITH

This Manual was made to aid teachers who use "Human Geography," Book I, Peoples and Countries. The book will be used by teachers who have had different kinds of preparation—some will have graduated from college; some others will have had special training in the art and science of teaching; some will have traveled in this and in foreign countries. But many who teach this book will begin as I did with my first class in geography, having none of the above-mentioned advantages and only so much geography as remained from my study of it in the elementary school.

Since this Manual has been prepared to aid all kinds of teachers in all kinds of schools, it is suggestive along larger lines of teaching the text. However, some type lessons have been included.

Inexperienced teachers are urged to read the opening chapters of this Manual before starting their classwork. Most teachers will be profited by consulting it section by section before teaching or assigning the corresponding parts of the book.

There will be much difference in the amount of work that can be accomplished in different schools, and accordingly this Manual contains suggestions for minimum essentials, things that should be attained even where teachers are crowded for time and limited in equipment. Beyond this, other suggestions are given for those who have more time for geography, and who have access to libraries and other teaching aids. In general this additional matter is given under the topic "Special Exercises." The distinction between *minimum essentials* and what *might* be taught should always be kept in mind.

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TEACHERS' MANUAL *for* HUMAN GEOGRAPHY

BOOK I

PEOPLES AND COUNTRIES

CHAPTER I INTRODUCTION

A Content Subject.—Geography is one of the most important of the content subjects. It is taught in practically every elementary school in all civilized countries. The study is universal because geographic knowledge is a need common to all enlightened people. During the past few years, there has been a great awakening of interest in this subject.

Practical Needs.—The practical needs of geography are greater to-day than ever before. A background of geographic principles and a large fund of geographic knowledge are necessary for the intelligent reading of newspapers; for the interpretation of maps and atlases; for the understanding and solution of local, national and foreign problems; for the conduct of modern business within our own land and of foreign commerce reaching to the four corners of the earth. The practical needs are varied and wide in their application.

Cultural Value.—Of equal importance is the cultural value. With the single exception of literature, no subject in the elementary curriculum makes so great a contribution to what we term a liberal education. It breaks through the barriers of prejudice, national and racial antagonisms; it measurably broadens man's conception of the world, enlarges his appreciation of nature, of other lands, and other peoples. When well taught, it develops initiative, reasoning power and ability to meet and solve new situations.

How Realized.—Neither the practical nor the cultural values will be realized if the teaching is largely confined to long lists of places, physical features, textbook memorizing, and the like. The content of the textbook and other sources of material must be carefully organized around the important geographic centers or units. The teaching and lesson planning must be based on these large units. Such intensive concrete treatment, involving thought questions and problems, and supported by ample fact material, will insure valuable and instructive work.

It is believed that Book I of the Human Geography series, together with the suggestive methods and outlines contained in this manual, makes it possible for the teacher to realize the practical and cultural values of geography in the intermediate grades. Geography will be a real live, vital, interesting study to the children when modern materials and methods are substituted for the "bone-dry" encyclopedic treatment so commonly used.

CHAPTER II GENERAL SUGGESTIONS

The Textbook.—Get thoroughly acquainted with the textbook. Study the author's introductory statements so as to understand his views, purposes, and aims, and how he endeavors to realize them. Examine the table of contents and read the subject matter. Go through the maps, pictures and questions. Look over the reference tables, diagrams and the index. The text is much more than a tool, —it is the principal source of information; it is the organization of a great body of material around a comparatively few large geographic units of study.

The children should be taught to read a section quickly, to find and organize the leading facts bearing upon a question or problem, and to generalize the principal thought. They must be taught how to use the questions, maps, pictures, reference tables and the index. Definite, clear assignments in the form of questions, problems, references, map-studies, and the like should precede study. In the beginning, and as occasion may require thereafter, the teacher should go over the lesson with the class for the purpose of illustrating how to study effectively.

Local Materials.—While the formal study of geography is usually not begun before the fourth grade, the child is not plunged into the textbook without a large amount of incidental preparation for this highly interesting subject. Numerous facts and a useful body of information are acquired from the home region.

The immediate surroundings of the school, the home, and the neighboring country furnish a rich source of material with which the child should be reasonably familiar. Land and water forms, trades and industries, travel and transportation,—all furnish concrete material for the understanding of similar geographic conditions as they are treated in the text. Constant comparison of the familiar with the unknown builds up accurate images and ideas. A few carefully planned field excursions will organize such local materials into geographic facts and ideas. The hill on which the school is located, the mountains in the distance, the valley below, the falling rain, the growing crops, the railroad transportation,—all of these may be familiar local experiences awaiting translation into geographic ideas at the hands of the teacher. When their local significance is understood, a background is established for the interpretation of similar conditions elsewhere.

Much geographic content is included in the subject matter of the first three grades. Reading,

nature study, history and community civics all contain material which, if organized, would be termed geography activities. In these primary grades they frequently include well-organized projects from the study of the home, the farm, the community or store, etc. The readers contain stories of Indian and Eskimo life, other selections contain material relating to the products, occupations, industries, and climatic conditions of our own country and foreign lands.

With this rich background of information and concrete experience the child is adequately prepared to begin the study of Peoples and Countries. The position taken by many that the fourth grade child is entirely without preparation for the study of geography, and that he must necessarily begin with his immediate surroundings cannot be successfully sustained.

Globe and Maps.—A globe is essential in teaching the shape, the relative size and the movements of the earth, and its relation to the sun and moon. No school can afford to be without one. Other equipment should include large colored physical and political wall maps of the United States, the world and each of the continents. Wall outline maps of continents and the blank black roller map are very helpful.

Current News.—Current newspapers and magazines are filled with live interesting geographic material related to local, national and foreign questions. Encourage the pupils to read these publications and make contributions to the class. Train them to read publications, to observe the geographic material and report to the class.

A typical daily paper of the Middle West recently examined contained in one issue eight articles on the first page, three on the second, two on the third, and a half dozen more scattered through the rest of the paper, every one of which contained geographic material, or required a knowledge of geography to be read intelligently. Every continent was included. Several of the articles would give excellent bases for problem study.

Collections.—When studying a country or a large subject, the teacher should encourage the pupils to collect for class use as many specimens or articles relating to the subject as possible. Rocks, soils, minerals, woods, products, and so on may be assembled, put in boxes or bottles, or mounted on cardboard, properly labeled and made ready for teaching purposes. When studying the Indians of the Great North Woods, it stimulates interest to get together and use a collection of Indian relics, beads, arrow-points, basketry, etc. Sources from which such material can be obtained free or at small cost are suggested throughout the Manual. Begin collecting in advance of your needs. Assign to one child or a committee the task of securing and

preparing for use the specimens needed for the study of wheat, to another the needs of corn, and so on.

Pictures.—Pictures are entitled to special mention. In their several forms they are most valuable aids in teaching geography. They tell interesting stories, they assist in making ideas concrete, they give vivid impressions of distant places and people, they add a touch of reality to the printed page. Direct the attention of the child to the pictures of the text and teach him to read them as you do the printed page. They come from several sources, but most important is the text. They have been carefully chosen to illustrate the subject being taught. While it is highly desirable to use pictures from other sources, it is not likely that they will contribute nearly as much as those accompanying the subject matter of the textbook.

Advantage should be taken of the child's natural desire to collect pictures. Make special assignments to individuals or committees for the collecting of pictures on given subjects, as lumber, the New England fisheries, cotton, western irrigation, etc. Pictures from magazines, advertisements, photographs and post cards should be carefully selected, and then classified according to subjects, countries, or industries, and filed in heavy envelopes properly labeled for repeated use.

The value of the stereoscope, the lantern slide and the moving picture for class instruction is generally recognized. They all have certain special advantages and are recommended for use. The cost of either is still relatively high for the advantages to be obtained. The first gives the depth and realistic effect of seeing the object with two eyes in contrast with the monocular view of the ordinary picture. The moving picture is particularly adapted to presenting subjects involving important processes and successive changes. A word of caution is in order in respect to the exaggerated claims commonly made for pictures produced by means of these machines. The enthusiastic assertions that they are to revolutionize our education are yet to be proved.

Games.—A variation in the form of a simple game may be used occasionally to relieve the drill work that is necessary in reviewing place geography. "A what and where and why-notable contest" is popular and easily used. For example, when reviewing the United States each child may hand in to the teacher five or ten names of important cities or states. From these lists the teacher calls the places one at a time. A pupil is called upon to answer. The pupil who submitted the name of the place passes upon the correctness of the recitation. The pupil making the highest score is declared the winner of the contest.

Maps.—The use of the maps in the text and such

others as may be available should become habitual. The pupils must be taught to read a map just as thoroughly as the printed page. The symbols for land and water forms, boundaries, location, distance, and the like must mean real concrete things and not merely line and colors. Map studies should include thought-provoking questions. For example, why are there more large cities along the Great Lakes than on the Mississippi River? Why was the Erie Canal built? Would you expect the Mississippi to be of greater value than the Colorado? Raise questions which require the use of more than one map; *e. g.*, study the physical, rainfall, and population maps of the United States and account for the distribution of population. Refer frequently to the maps in solving questions and problems. The teacher will find that the text introduces the study of maps by very simple illustrations, and gradually builds up ability to do more advanced map work.

The making, tracing, and drawing of maps has received undue emphasis in the past. Spending long hours in the artistic execution of maps may constitute a good drawing lesson or be a pleasant hobby for the teacher, but when subjected to the test of real geographic value it must be classed as a minor part of the subject. There are, however, many topics or subjects where both teacher and pupil should use ready map-sketching as a quick and graphic means of illustrating or imaging of a geographic condition. Simple outline maps will picture the distribution of rainfall, population, various products and other important data. Both pupils and teacher should develop skill in simple map-sketching on the blackboard as well as on paper. Accuracy in small details is unnecessary.

Models.—Formerly a great deal of time was spent in the modeling of continents, countries, and the various land forms in clay, sand or a mixture of flour and salt. Much effort was expended in the artistic execution of those models. It is generally recognized now that work of this nature should be done for the sole purpose of representing a geographic fact or situation. It should be executed rapidly, and may be crudely made. The idea to be illustrated is essential, the artistic value is secondary. An ordinary board and pan of sand or clay is sufficient to meet the usual needs. Or, better still is to use the yard for modeling. It must be pointed out here that when the geographic idea or fact to be illustrated can be seen from the window or is in the neighborhood, it is unnecessary to resort to modeling. If the child passes by a river and climbs a hill on the way to school he does not need modeling of any kind to give him clear images of them.

Charts.—A valuable and interesting class exercise or simple project is the making of one or more charts of the people or country under discussion. They may contain pictures, sample products, simple maps,

of written material bearing on the important topics developed in the class.

Graphs and Diagrams.—Teachers and pupils should make use of graphs and diagrams for the purpose of explaining or visualizing physical features, varying production of some crops, or comparing industrial processes. By means of a simple black-board illustration, a cross section of a river valley, a delta, a glacier, or a plateau may be vividly impressed. Cross sections should always be made in connection with perspective views. Sacks of proportionate size will give a clear comparison of wheat production in different countries. Heavy lines will throw much light on distances. A series of squares may be used to compare areas. The use of these devices increases the clearness of the description or explanation. The diagrams used in explaining a problem or a situation may be rapidly drawn and appear crude, but if ample description accompanies them the ideas will still be clearly visualized. Pupils should be taught to express their thoughts through the medium of simple diagrams and graphs.

Books and Booklets.—The making of scrapbooks or booklets of material bearing upon given countries or subjects will stimulate much interest in the work. They should include pictures, clippings, diagrams, map sketches, solutions of problems, simple stories, and the like. Each pupil may well undertake the making of one or more booklets; or the preparation of a series could be assigned as class projects. Give credit in proportion to the contribution made by each pupil. Exercises of this nature not only afford opportunities for written work, artistic designing and other forms of expression, but they aid in concretizing and expanding important geographic ideas. They assist in solving problems and developing initiative.

CHAPTER III

HOW TO TEACH GEOGRAPHY

GENERAL AIMS AND METHODS

Importance of Method.—While the first essential in teaching geography is a full and deep knowledge of the subject, of no less importance is HOW TO TEACH IT. Success depends on the latter as well as on the former. How to teach this complex subject involves a clear conception of the aims of instruction and an understanding of the principles of method, a knowledge of lesson planning in the light of these aims and principles, and finally the ability to carry them over into actual teaching procedure in the classroom. The following **aims of instruction, principles of method, illustrative lessons, and explanatory statements** will be a distinct aid in guiding teachers in the use and selection of materials, and in the choice of the most effective methods.

4 TEACHERS' MANUAL FOR HUMAN GEOGRAPHY, BOOK ONE

The **illustrative lessons** will suggest how to organize different kinds of geographical subject matter. Teachers are urged to amplify the brief treatment here given by reading at least a few of the references at the conclusion of the Manual. Should any find it impracticable to do this they may be assured that no grievous error will be made in following the brief directions and teaching outlines of the Manual and the Textbook.

Principles and Aims of Instruction.—

1. Geography is the study of the relation between man and nature; the study of man's contact with the physical world; the study of the earth as the home of man.

2. It teaches the interdependence of man and his dependence on nature.

3. It is a content subject. It should give the child a rich body of information and geographic knowledge, so that he may understand his relations to nature and to society. It should also train him to observe, to read maps, to do ready map sketching, to investigate, to organize subject matter, to appreciate and interpret national and local problems, and to think clearly and straight on geographic topics.

4. Formal or "sailor geography", or place geography, can best be learned as essential details of the descriptive treatment of more important subjects. The story of a people, the rich full description of a country or region will teach in an interesting way more formal geography than is possible by the antiquated bone-dry encyclopedic methods commonly used. The descriptive concrete treatment of important subjects given in Book I makes geography real and vital. It teaches abstract things concretely. The Eskimo, p. 1, and The Chinese Tea Growers, p. 313, are illustrations.

5. Geography has become a science concerned with the interpretation of present physical, social and economic conditions.

Principles of Method.—

1. Effective instruction requires that the materials be organized around large subjects, units, types, basic ideas, or problems. For example, coal and iron production in Western Pennsylvania (see text p. 136) is a large subject of study involving many problems and varied facts and principles of geography. It becomes at once a basis for the interpretation of similar geographic conditions wherever found. The same is true of petroleum (text p. 118).

2. Treat the subject or unit of study as a whole. The organizing idea may be in the background, but it should control the selection of material and the method of procedure. Important parts should stand out clearly but must relate to the principal subject.

3. The units of study in the intermediate grades

should be comparatively simple and easy of comprehension, but they must be thoroughly taught so that repetition of the same material will be unnecessary in the grammar grades.

4. Place emphasis upon the **interpretation** of information. Organizing the materials around important topics or large units will accomplish this. They form the basis for contrast, comparison, and the classification of similar geographic materials.

5. Endeavor to teach thoroughly a few large subjects or types in each grade rather than a great number of minor ones.

6. The first stages of organized work should be concerned with local geography. The child's experience with nature and his information of the local region are the bases for judging distant regions. Children are interested in their own land and will become interested in other lands and other people when they can understand them.

7. The field excursions from time to time to observe and study the home neighborhood will organize the pupil's store of information and experience around geographic units. They should be planned before going. Definite assignments should be made. Observation lessons make geography real and concrete.

8. In the intermediate grades, especially the fourth, the topics should receive rich oral descriptive treatment. The geographic conditions or ideas should be made concrete and real through demonstrations and by oral presentation and skillful questioning. The story of the Chinese (p. 313) will become highly interesting and instructive when given in the form of rich oral discussion. Thought questions and problems tend to grow out of teaching of this kind.

9. Provide review lessons which focus attention on essential features and summaries of the country or subject studied. Make comparisons with and applications to similar problems or units previously taught.

10. While the fact materials are best learned as subordinate points of large subjects and topics, it is necessary to offer drill lessons from time to time to aid in fixing in the memory certain essentials of location, areas, generalizations, definitions, etc. As the minimum essentials have never been agreed upon, the teacher must use her own judgment in determining them.

Need of Various Methods.—The necessity for several methods of teaching becomes obvious when it is realized that geography is a manifold subject drawing its materials from many sources. While the materials of Human Geography, Book I, are organized around **man in his relation to the earth as his home**, the variety of these relations and activities necessitates the use of more than one method for effective teaching. This fact need not compli-

cate the task, for the principal processes may be readily learned and applied. The use of several methods makes the subject interesting, vivid and concrete for the children.

Methods to Use.—The methods recommended for Book I are: the problem, type study, story, journey, excursion, project, and map study. They will organize geography materials around large units or problems, arouse in children an interest in following out geographic ideas to the ends they serve, and subordinate mere facts to large topics and subjects. There is necessarily wide overlapping in the use of these several methods. A type study should include problems to solve; a problem may well be solved through a field excursion, or a map study lesson, and so on. The teacher selects and applies the method best suited to the subject matter and the purposes she wishes to accomplish. The illustrations in Chapter IV offer very definite suggestions to the teacher.

GENERAL SUGGESTIONS FOR THE RECITATION

The interesting style in which Human Geography is written will attract inquisitive and imaginative boys and girls. The task of the teacher is very much lightened as a result thereof, but the requirements of good teaching procedure and the development of habits of thorough study on the part of the pupils are just as necessary as ever. If the teacher's work is to parallel in newness and pedagogic correctness the modern plan and attractive style of the text, she will be interested in improving the recitation period.

The Four Steps.—As a rule, the steps in the recitation period should be **assignments, study, oral or written test, recitation-review**. The lessons of the text can easily be organized around these four steps. The material covered during one recitation should usually be presented in accordance with these four steps. Or an entire chapter, using several recitation periods, may be so organized and taught.

Make definite, clear assignments of problems of the text, maps, and references. With books open and maps at hand show the pupils how to study a section of the text, read a map, or examine a reference in answering the assignment. As ability to do work of this kind increases, the pupils may be placed more on their own resources. Teaching pupils how to attack and master the materials used in the study of geography cannot be too strongly emphasized.

After study, there should be a brief oral or written test to ascertain whether the assignment and the essential facts have been learned satisfactorily.

The recitation-review step should include a vigorous oral discussion of the assignment, the details of what has been studied, comparisons and contrasts with other subjects previously studied, and close

with a summary or application of the material studied. For an illustration, see the Problem Lesson on the Eskimo, p. 16.

The recitation must be a learning period, not merely a time for hearing lessons. Procedure in accordance with the four steps above mentioned will accomplish this.

Questions of the Text.—The questions of the text are splendid for assignment, class discussion and for written tests. They have been carefully chosen, and, to satisfy the varying needs of individual pupils, are usually grouped into three paragraphs in order of difficulty.

Develop Initiative.—One of the most important functions of the school is the development of initiative and self-reliance in pupils. To develop initiative in pupils they must exercise initiative, and the class period must supply the opportunity. To secure this result the recitation period must be modified. The teacher must become less prominent and give the pupils the opportunity to do most of the planning, thinking and executing while she directs and stimulates. See the plan for the Problem Lesson on the Eskimo.

The Small Rural School.—The preceding suggestions for the conduct of the recitation are recommended for the small rural school as well as for the larger school of the city or town. They can be executed in the small school if the teachers realize their opportunities. There are three important conditions favoring the small school that tend to overcome some of its administrative limitations. First, several grades to the teacher with the consequent short class periods necessarily means *long study time* for the pupils at their desks; second, few pupils to a class affords an opportunity for basing the teaching largely upon the *individual needs of the pupils*; third, limited numbers also provides the opportunity for *individual initiative* with the consequent growth of self-reliance.

In organizing the lessons around the four steps as above suggested, a suggestion with regard to the use of the long study time may help. Use one recitation period to assign the lesson and show the pupils how to study it. Expect them to prepare it thoroughly during the long study time spent at their seats. At first, supervise their study. They will need suggestions on how to work. Show the slower pupils better ways of doing things. Train them in good habits of using the text, etc. The next day, use the time of the second recitation period for the brief test and the oral recitation-review. Do not hesitate to extend the lesson over two recitation periods on separate days. Should the material be long or difficult it may be extended over three or four periods and as many days. The long periods for seat-study and the opportunity for individual teaching should enable the teacher to assign longer lessons, and

should go far toward overcoming certain administrative conditions confronting the small school.

ILLUSTRATIVE LESSONS

1. The Problem Method

A problem is the statement of a large geographic unit of study or idea, usually in the form of a question, the working out or solution of which requires the study of a variety of facts and principles of climate, surface, products, population and industries. It becomes the center around which these facts are gathered and organized. It directs and controls the work with the text, maps, and references. It gives the pupil a definite aim for which to work. It stimulates independent thinking and reflection, arouses discussion and thought-provoking questions. It is of paramount importance that assignments include one or more problems within the experience and ability of the pupils. Solving them gives that feeling of satisfaction which comes with accomplishment.

In the text the author has very properly provided numerous problems in the questions at the end of each chapter. The teacher and pupils are expected to use them.

The teacher should train the pupils to apply the following questions. They will aid in finding and solving problems and in thoughtful reading.

- (1) What is the subject of the lesson?
- (2) List the leading topics.
- (3) What facts do you know about them?
- (4) What is not clear in this lesson?
- (5) What additional facts do you need to know?

Their purpose is to aid the pupils in developing independent habits of study. For example, these questions may be applied to the problem of How Fishing Helped Start Manufacturing in New England. (See text, p. 153.)

THE ESKIMO

Problem.—How does the Eskimo live without trading with the people of other lands?

Time required.—Three to five recitation periods on as many days will probably be required. One entire period could well be used in demonstrating to the class how to attack the text, maps and references successfully. As pupils gain ability to work independently they should be permitted to do so at their desks, or in the recitation period under the guidance of the teacher.

Assignment.—We live in comfortable homes, have abundance of good food, wear beautiful clothes, travel on railroads and steamships, have fine roads, automobiles and many other luxuries. The Eskimos are a people who do not have any of these things; they live off to themselves and have very little trade or communication with the outside world. Could we live that way? Would you be interested in

learning how it is that the Eskimos can live and be happy without the many things that we civilized people have?

Study.—State the problem and briefly explain its meaning. Read the text pp. 1 to 6. The teacher should locate our own land and Eskimo land on the maps on pp. 20, 34, 35, 44, and 45 of the text. Do the same on the globe and on a wall map of North America. How could you travel to Eskimo land? How far is it? What kind of country would you find? Name the countries and bodies of water you can find in Eskimo land.

Again read the text, finding correct answers to questions 1 to 7 on p. 6.

Test.—Prepare and place on the blackboard a written test of ten or fifteen fact questions; *e. g.*, Where is the Eskimo country? Why is it cold? What does the Eskimo eat? What does he wear? In what kind of house does he live? How does he travel? What does he use for fuel and light?

Recitation-review.—Call for a reproduction of the story. Have a vigorous discussion using the questions in the text and those used in the written test. Have a strong pupil state the problem. Ask for a summary telling how a primitive people live without trading or communicating with the outside world. Compare and contrast Eskimo life with our own. Review and drill on the map studies.

Special exercises.—Write a story of the whale that Shoo-e-ging-wa found. Make a chart or booklet on Eskimo life.

Supplementary reading.—Merrill: *Home Geography*, pp. 11 to 40. Carpenter: *How the World is Housed*, p. 26. Carpenter: *How the World is Clothed*, p. 176.

2. The Type Study Method

The type study is the detailed treatment of a basic geographic idea or unit around which important and extensive groupings of facts and principles can take place. It has two clearly marked stages. First the idea is given rich concrete descriptive study. The second stage is that of expansion and enlargement. Such a large unit of study centers in some important practical enterprise like the operation of a railroad, or in a physical feature as a glacier, a river basin, and the like. As the basic idea is developed it gathers to itself an instructive and valuable body of knowledge. It becomes the key that unlocks the door to a large number of similar undertakings, or geographic features. The lesson plan for the study of the wheat farm that follows illustrates the method and its two stages.

Large lesson planning demanded.—The type study demands that the fragmentary planning of daily lessons must be supplanted by a large simple plan requiring a whole series of lessons, all organized around the central topic. In the same degree that

miscellaneous day by day planning is wasteful of time and scattered in organization, to that degree does the large unit of study economize time and increase coherence and organization. A topic such as Chicago as a trade center will furnish the child with more information, more facts of geography and history, give a deeper insight into their meanings, and build up a sounder background for the interpretation of other cities over the entire country than is possible through the day to day procedure commonly prevailing.

The test.—Fortunately for the teacher and the pupils, Human Geography deals with large units of study. Big ideas are concretely described or told in story form. Around them are organized the subordinate geography materials. It lends itself freely to larger lesson planning based on well-organized big topics.

Note.—For a complete treatment of teaching by type studies the reader is referred to the writings of Dr. C. A. McMurry, of George Peabody College for Teachers, Nashville. He has published a large number of carefully prepared geography type studies adapted for use in the elementary grades. Type studies and Lesson Plans, Volume III, No. 1, presents in detail "Method of Handling Types as Large Units of Study".

A WHEAT FARM

Materials.—(1) Text, pp. 59 to 65. (2) Maps and pictures, pp. 58 to 65. Physical and political map, p. 69. (3) Type Studies and Lesson Plans, Volume II, No. 6, "A Wheat Farm in North Dakota", by Dr. C. A. McMurry, Nashville.

Lesson topics or units.—The following series of lessons is organized around a wheat farm. *The first stage*—the rich concrete description is given in the first lesson. In the succeeding lessons the idea is expanded and grows to include milling, marketing and wheat-producing regions of this and foreign lands. This is the *second stage*. The principal lesson units and brief comments thereon are here given. While the text gives a comparatively full and rich treatment of wheat it should be supplemented by the type study above mentioned. Both are necessary in teaching the series of lessons.

1. Present a vivid concrete description and study of a wheat farm in the valley of the Red River of the North. Type Study, pp. 9 to 11; text, Sec. 78. Note details of location—maps pp. 62, 68 and 69.

2. Problems of operating a wheat farm: soil, climate, plantings, enemies; examine pictures of the text pp. 60 and 61.

3. Harvesting: text, Sec. 76; Type Study, pp. 16 to 18. Cutting, stacking, threshing, labor difficulties and other problems.

4. Marketing: text, Sec. 77; Type Study, pp. 19,

21, 32 and 33. Transportation, elevators, storage, prices, selling, etc.

5. The manufacture of flour and other wheat products: text, Sec. 80; Type Study, pp. 24, 25 and 26. Emphasize Minneapolis as a great milling center.

6. The use of machinery in the production and manufacture of wheat: text, Secs. 75, 76, 80 and 81; Type Study, pp. 16 and 30. Examine pictures in the text. Exportation of machinery.

7. Compare and contrast with other wheat-producing areas in the U. S. and in foreign lands: text, Secs. 78, 79, 81, 82, 105, 148, 173, 263, 295, 327, 370, 399, 403, 431; Type Studies, pp. 26 to 39. Wheat exports, see Reference Table No. X.

8. Compare wheat with other grain crops of the United States—corn, rice, barley, oats. Lay emphasis on quantity, value, area of production, and uses. Text Secs. 60–74, 84, 173; Figs. 79, 80, 87, 90 and 100; Type Study, pp. 40–43.

9. Review and generalize by calling for a brief reproduction of the description of the wheat farm and its activities. Summarize the essential points developed under cultivating, harvesting, marketing, manufacturing, machinery, other producing areas, and comparison with other grain crops.

10. Offer a review drill lesson on the place geography used in teaching the series of lessons.

Special exercises.—Write the story of "A Grain of Wheat". Prepare written statement telling why this region, the North Central States, is called "The bread-basket of the world". Order samples of wheat products from one of the large mills at Minneapolis or elsewhere. Assemble wheat specimens and pictures. Have the class prepare a wheat booklet or chart. An observation lesson to view the harvesting of wheat, or a trip to a flour mill would be very valuable.

Supplementary reading.—Merrill: *Our Occupations*, p. 21; Merrill: *Industries of Man*, p. 16; Carpenter: *How the World is Fed*, p. 12.

Comments.—It is expected that the teaching of this type study will require from ten to fifteen class recitations. The procedure will necessarily vary with the different lessons and the purpose of the teacher; however she will find that the materials outlined lend themselves easily to the four steps of *assignments, study, text, recitation-review*, as illustrated in the problem lesson above.

CHAPTER IV

TEACHING OUTLINES

PART I—NORTH AMERICA

The teacher finds each chapter of the text, Human Geography, outlined in the following pages. The breadth of the subject and the varied teaching conditions do not permit that they be planned around

any one method or procedure. Being general and flexible, the teacher has ample opportunity to adapt them to the method or procedure that best suits her purposes. They do, however, endeavor to reflect the author's general theme—Peoples and Countries.

Follow course of study.—Teachers and supervisory officers will understand that the lesson outlines are prepared to satisfy general conditions. When the course of study is at variance with the order of arrangement or the method of treatment herein provided, it is expected that the course of study will be followed.

Questions to help the teacher.—The questions given in the lesson plans are intended to render direct aid to the teacher in conducting the recitation. They are leading questions to assign to the pupils for study and preparation.

Special exercises.—Many of the lesson outlines are followed by one or several special exercises. They are for the purpose of indicating to the teacher additional questions or problems and activities which may be prepared by the entire class or by individual pupils or committees. They are to be used at the option of the teacher.

Time requirements.—It is not desirable to lay down fixed requirements as to the amount of time that should be given to any division or chapters. The time element is influenced very largely by the location of the school, the plans of the teacher, and the demands of the course of study. However, the following suggestions will assist any teacher who may be in doubt regarding the distribution of the time allotted to geography. First, give a liberal number of recitations to the group of states in which you live. Twenty recitations averaging thirty minutes on the home group is a reasonable number; while eight or ten is sufficient for the average state group. Second, several chapters will need additional time because of their difficulty. This is true of the four chapters on the Earth and Maps. It is also true of the several "General View" lessons, the first of which is on p. 75 of the text. Four or five recitations could well be given to the chapter on maps, Sec. 16–23. The general view teaching outline could properly take the time of three periods. Third, other chapters are less difficult or are presented in simple narrative form and may be condensed within the space of one or two recitations. The Codfisherman, p. 11, the Coconut Grower, p. 172, the Swiss Mountain People, p. 247, and Over the Roof of the World, p. 339, are chapters that permit of less intensive treatment.

MEN AND TRADE

In the first three chapters the author gives a picture of three different kinds of people living under different conditions with and with-

out trade and civilization on the earth. First, the Eskimo represents the most primitive life. He lives almost without contact with the outside world. Second, the Indian of Northern Canada is a picture of the semi-civilized life that enjoys some few of the advantages that come with simple industry and trade. Third, the Codfisherman is illustrative of the civilized life that results from the industrious production of an important food, and the consequent trade the sale of a single product produces. Constant comparison should be made with our home land with emphasis upon the advantages we enjoy as a result of highly developed trade and commerce.

1. THE ESKIMO

Materials.—Text, Secs. 1–5; pictures; maps, pp. 20, 24, 26, 34 and 35; globe.

Teaching outline.—Introduce the lesson by a discussion of how our needs are supplied. How do we get our food, clothing, shelter, and many luxuries? Are any of these things made by your mother or your father? Who makes them? Why? How do we get them? What do railroads and steamships and stores and shops do for us? What must we do to earn and enjoy the use of so many things made by other people? The Eskimos live so far away in a very cold country that other people seldom trade with them or even go to see them. Could you live that way? Would you enjoy learning about these people who have to make everything they use, and find or catch their own food?

Assign the chapter for study. Demonstrate to the pupils how to read for thought. Show how to find answers to the questions at the end of the chapter. Use the maps to locate and study physical features of Eskimo land.

What use does the Eskimo make of the seal? Why did Shoo-e-ging-wa go home so fast when she saw the dead whale? Why was it so valuable?

Special exercises.—Imagine a trip to Eskimo land. Tell about the direction you would go, the distance, how long you would travel, etc. What would you take to the Eskimo children? What would you like to bring back in return? What changes in the lives of these people would take place if they were to trade with other countries?

Life in Eskimo land will be made more real if one or more stories of the accomplishments of Peary and Stefansson are told to the children or placed in their hands for reading.

2. THE INDIANS OF THE GREAT NORTH WOODS

Materials.—Text, Secs. 6–11; pictures; maps, pp. 24, 26, 34, and 37; globe.

Lesson outline.—Who has seen an Indian? They formerly lived all over our land of America. How did the early Indians live? What happened to them? Where do we still find many Indians? Do they

trade with the white men? What do they sell and what do they buy in return? Tell the story of the Indians of the family coming to the post to trade.

Describe the trip to the hunting grounds. How does Otelne know when the time for trapping has come? How does he tell direction when he cannot see the sun? Tell of the trapping, the animals caught, the bear.

When trapping season is over what does Otelne do? How far is it to the post? He sells his furs and receives what in return? What becomes of the furs the Indians sell to the white men? How is the Indian benefited by trading?

Compare the Indian with the Eskimo with special reference to trading with other people, climate, location, etc.

Prepare a list of the things the Indians do for themselves. Make a list of what they buy from the trading post.

Make a collection of pictures of Indian life. Show by pictures the different stages of the fur trade from the wild animal in the woods to the finished furs we wear.

Devote a few minutes to a map study of this region. A few lessons of this kind will soon familiarize the children with the reading of maps and their interpretation.

Special exercise.—The scene at the trading post may be made the subject of a simple drama by leaving the pupils to enact the parts of the Indian family, postkeeper, and others.

Supplementary reading.—Carpenter: *How the World is Clothed*, p. 176; Merrill: *Industries for Man*, p. 156; Merrill: *Home Geography*, pp. 46 and 178.

3. THE CODFISHERMAN

Materials.—Text, Secs. 12–15; maps on pp. 20, 24, 25, 26, 34 and 35; globe; pictures.

Lesson outline.—This lesson may well begin with map studies of the Labrador region, placing emphasis on direction, distance, area, bodies of land and water, and climatic conditions. Use maps and globe. Refer to pictures.

Give concrete descriptive treatment of the codfisherman. Where does he fish? What of the weather? In summer and winter? Where are the icebergs from? Why must he fish for a living? Catching the cod—the travel, daily travel line, etc. What sometimes happens to the fisherman? Where are the fish prepared for market? Where are they shipped? Can you buy them in the store?

What does the codfisherman buy in return for his fish? Compare with the Indian and the Eskimo. Enumerate a few of the many things that he has as a result of producing a valuable product and trading with other parts of the world.

Special exercises.—Write a story of a codfisher-

man. Compare it with previous stories about the Eskimo and the Indian. Read extracts from Kipling's *Captains Courageous*.

Supplementary reading.—Carpenter: *How the World is Fed*, p. 153; Merrill: *Our Occupations*, p. 56; Merrill: *Industries of Man*, p. 101.

THE EARTH AND MAPS

MAPS

Materials.—Text, Sec. 16–23; pictures and maps pp. 14–31; a globe; a small compass.

Teaching outline.—This new and important subject must be carefully prepared. Use enough periods to go over Sec. 16–23 with the pupils, reading, doing, discussing, and applying each section. When this is completed assign for study the first five questions on page 18. Expect the pupils to recite and discuss intelligently Secs. 17, 18, 19, 20, 21, 22.

Use additional problem-questions, e. g., How could you find your way if you were lost? By means of a simple map of your community show how you would direct a stranger to the hotel, church, courthouse, railroad station, the schoolhouse, and other places. Sketch two or three of the principal roads of your county so that an automobile visitor could travel to the principal places of interest.

Sec. 23 tells us there are many kinds of maps to show different things. Examine the following figures long enough to see that they have different purposes; find out the purpose of each. See Figs. 26, 27, 28, 31, 33, 38, 43, 44, 45, 48, 49, 51, 60, 61, 62, 65, 79, 87, and 88. Answer qq. 6 to 8 if time permits.

THE GLOBE, THE CONTINENTS, THE OCEANS, THE HEMISPHERES

Materials.—Text, Secs. 24–29; maps, pictures and diagrams, pp. 19–28; globe; baseball and light. Divide into three parts, A, B, and C.

Teaching outline.—It is so important that the child get a clear notion of the shape of the earth, its main land and water divisions, its daily motion, and the two poles, that the teacher should go over these topics with books open and materials at hand.

A. Take Secs. 24 and 25 first. Use all pictures that illustrate the facts stated. Show by illustration that the earth is round.

B. Secs. 26 and 27. Demonstrate the *daily rotation* of the earth on its axis. Show what causes night and day, reproducing the illustration of Fig. 35. Note that when the earth and sun occupy this relative position the north pole is dark and the south pole is light. Raise the question: Is this always true? Place the globe on the opposite side of the lamp, keeping the axis in the same position. What change is noted? Slowly move the globe around the

lamp, keeping it revolving, and ask the pupils to observe what changes take place. Do not attempt to carry this subject further as it is too difficult for pupils of this grade.

In illustrating the hemispheres the teacher should have several apples so that they can be cut in two in different ways to show that hemisphere is always half. In applying this idea to the earth use Figs. 31 and 36-39. The lamp experiment shown in Fig. 35 should be used again to demonstrate that one-half, or a hemisphere, is always turned toward the sun.

When the study and demonstrations are finished, assign the questions of the text for study and recitation.

Special exercises.—Prove that the earth is round. How did Peary know when he reached the North Pole? Why do we say the sun rises and sets? Name and locate the continents and oceans. What did Columbus and Magellan each do?

Examine Fig. 31 carefully. Imagine that you are the man in the moon looking down at the earth. There are four views you would see. What do they tell you? Name the colors. What does each represent? Which color predominates? Which next? What do so much blue, white and yellow mean? Where is most of the animal and vegetable life? Where do most of the people live? What does so much water mean with reference to shipping and trade?

LATITUDE, LONGITUDE, AND ZONES

Materials.—Text, Secs. 30-34; the maps on pp. 29-31; globe.

Teaching outline.—There has necessarily been some incidental teaching of these subjects in the two preceding lessons. Study Sec. 30 of the preceding chapter carefully. Use the globe and the orange skin cut as in Fig. 41. This will serve as an introduction to the chapter. Assign the treatment and questions of the text. Sec. 31 introduces the need of lines like parallels and meridians by raising the question of locating a house in a town or city. In much the same way we locate a city, lake or other place on the earth—that is, by giving its distance north or south of a base line like a central street, and its distance east or west of some other particular base line.

Illustrate latitude, longitude, and zones by using a large orange or a basket ball. Insert pins in orange for the two poles, or mark them clearly on the basket ball. Draw the equator at points equidistant therefrom. Add the parallels of latitude and the meridians of longitude. Compare with the globe and Figs. 44 and 45.

Sec. 34. Mark zones on basket ball with different colors. Make the idea or conception of the zones accurate and concrete by comparing and contrasting

the manner in which the people live, the varied products, animal life, and climatic conditions. The previous lessons on the Eskimo and the Indian furnish a ready basis for this: Secs. 244 and 268 may be used for life in the Torrid Zone. Why is the Temperate Zone the best place to live?

The causes for the seasons should be deferred until the pupils are in a higher grade, but the facts of the four seasons, the changes they bring about in climate and the results on life and activities should be mentioned.

Offer thorough drill on qq. 6-15 of the text.

Special exercises.—If maps are to serve us in learning geography we must learn to read them accurately and quickly. Illustrate by using the map of the physical features of North America, see Fig. 48. How is general location on the earth's surface shown? What are the symbols for the principal land and water forms? How is elevation pictured? How is distance from one place to another found? Make a list of the different kinds of physical features shown on this map. After preliminary study offer drill on quick responses to geographical facts shown by maps; *e. g.*, What does this map tell us of Florida? Alaska? Mississippi River? Locate your home town or county on the globe and on the map of the United States.

Write a postcard to the United States Geological Survey Bureau, Washington, D. C., for a surface map of your county.

Sketch the northern part of North America showing the lands of the Eskimo, Indian, and Cod-fisherman.

A class project could well be the drawing of a county map on the blackboard or large sheet of paper, showing the physical features and political subdivisions.

NORTH AMERICA

THE CONTINENT

Materials.—Text, Secs. 35-46; maps; pictures.

Teaching outline.—The purpose of this chapter is to give the child a general notion of the continent—its physical features, political subdivisions, people, products, activities, natural wonders, etc. No better plan could be followed than one which the author has adopted. It is a splendid type of journey lesson in story form. Have the pupils take the imagined journey east and west and north and south by reading and reproducing the interesting story. Be sure that a class exercise is conducted in which maps, Figs. 31, 47, 48, 49, and 65, are all used. Teach thoroughly the ideas shown in all the pictures. Link these pictures with the corresponding map markings. Try to have children visualize map representations of mountains by Figs. 23, 50, 53, 55, 117, 122, and 128; of a plateau by Figs. 52, 132, 150; of a plain by Figs. 67 and 95.

COUNTRIES AND CLIMATE

Materials.—Text, Secs. 47–51; pictures; maps, pp. 37 and 48.

Teaching outline.—What are the boundaries of your father's farm? of your country? Do you know how they were determined? Are they natural?

How does it happen that we have several countries in North America? Who settled our country? What does the Fourth of July mean to us? Why is it that New Orleans has many people of French descent? Who settled Canada? Alaska? Mexico? Central America? Greenland? Do they all have independent governments now? Locate each country and learn something of its physical features.

Beginning with the land of the Eskimo travel to Panama at the extreme south and tell what climatic conditions would be found. What kind of country is Greenland? What is a glacier? Compare our climate with that of Greenland, and that of Central America.

Special exercises.—Read in the elementary history the stories of the settlement of the countries of the New World. Read extracts from Longfellow's "Courtship of Miles Standish", and "Evangeline".

Give a few minutes review on place geography of the continents. The pupils should be able to name and locate each country, and describe its principal physical features and tell something of the climate.

TRADE AND GOVERNMENT

Materials.—Text, Secs. 52–55; maps, pp. 44–46.

Teaching outline.—Assign the chapter and the questions for study.

Why do ships go but once a year for trading with the Eskimos of Greenland? Why is trade with the Indians of the Great North Woods so much easier? How does our density of population, temperate climate, and highly developed civilization influence trade? Examine Fig. 61.

What do you know about the sheriff, the policeman, courts, public buildings, roads, schools, etc. Why do the Eskimo and Indian get along with so little government? Why do you think we have a good government?

Problem.—Show that our country is a much better place to live because of superior trade facilities and a good government.

THE UNITED STATES

Materials.—Text, Secs. 56–59; maps and pictures, pp. 46–52.

Teaching outline.—Why is the United States such a desirable place in which to live? Tell of the growth. See Fig. 62. How do the people of one section help those of another?

From what countries have many of our people come? Why should foreigners become American-

ized as quickly as possible? Tell some of the causes that have made us a great nation.

Give a lesson to the study of maps, Figs. 62, 63, 64, and 65. Measure the length and width of the country. Compare with other countries of North America. Name and locate the principal physical features, cities, etc. Have each pupil make a simple map sketching physical features, locating principal places, etc.

THE NORTH CENTRAL STATES

Corn and Soil

Materials.—Text, Secs. 60–74; maps and pictures, pp. 47–59; samples of corn and corn products; specimens of soil including rock and stone.

Teaching outline.—Problem. Let us find out why the North Central Group of States is the best place in the world to grow corn.

Assign the whole chapter and the questions for study. Vary the assignment according to the ability of the pupils, *i. e.*, expect all to prepare the first eight or ten questions, the best two-thirds to get up the first fourteen or fifteen questions, and the strongest one-third to recite well on the full list of questions.

Why is it so much easier for us to grow corn than it was for the poor Indian? Where is the surplus sold? What is meant by exporting corn? Name all the products of corn that you can. For what is each used?

Examine several specimens of soil, rock, stone, and sand. How is soil made? What is the effect of heat, cold, water, running streams, etc.

How did Jerry Moore become famous? Are you a member of a corn club? If you are not, write to the agricultural extension department of your state university or agricultural college for information.

List and discuss the reasons why this group of states is the best place in the world to grow corn. Compare with corn production of other state groups and other countries.—See Secs. 84, 112, 172, 178, 263, and 490.

Special exercises.—Write a short story of "A Grain of Corn" telling of the planting, cultivation, harvesting, shipping, and final use. Make a corn chart. Assemble a group of pictures on corn and its uses. Collect specimens of soil illustrating the several stages of decay.

Give proper attention to the maps and pictures of the text. What does Fig. 80 tell us about world trade? Draw a simple map of this group of states. Make a map showing the corn production of the United States.

Write to your state department of agriculture for bulletins on corn.

Supplementary reading.—McMurry, C. A.: *Type Studies, Corn*, Vol. I, No. 11. Merrill: *Our Occupations*, p. 27. Merrill: *Our Country*, p. 110. Carpenter: *How the World is Fed*, p. 44. Whittier: *The*

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Huskers, a type of poem to be used in connection with the teaching of the topic of corn.

Wheat

Materials.—Text, Secs. 75–82; pictures and maps, pp. 58–65; reference tables and index at the back of the book.

Teaching outline.—Assign the treatment in the text and the questions. The difficult questions may be given to the strongest pupils.

Problem questions.—Why is this one of the best regions in the world for growing wheat? Look for wheat in the index and find what is said under each page reference. What part does machinery play in the production and manufacture of wheat? Compare wheat and corn as the two greatest grain crops. Which is the more useful to man?

Special exercises.—Compare Figs. 79, 87, 88 and 100. Compare Figs. 80, 89, and 90. Mention the physical features and climatic conditions that are favorable for wheat production.

Look up what is said about the exportation of wheat in Reference Table X at the back of the book. What does this mean for foreign trade and transportation?

One pupil may write to the Pillsbury Milling Company for a copy of "The Kernell's Story"; another may write to the Northwestern Consolidated Milling Company for a copy of "From Wheat to Flour". Both companies are in Minneapolis.

Appoint a committee to collect pictures on wheat, another to secure samples of wheat products.

Supplementary reading.—McMurry, C. A.: *A Wheat Farm in North Dakota*, Vol. 11, No. 6. Carpenter: *How the World is Fed*, pp. 12, 22, 28, 37. Merrill: *Our Country*, pp. 21 and 127.

Cattle and Hogs

Materials.—Text, Secs. 83–90; maps and pictures, pp. 65–70.

Teaching outline.—This lesson may well be organized around the problems of how the farmer markets his corn. Draw a simple illustration of a grain of corn on the blackboard. With a few strokes of the crayon add an eye, tail and four feet, and we have a fat hog ready for market. Why does the farmer market most of his corn by feeding hogs? Why does he not market his wheat in the same way? What other domestic animals does the farmer raise and ship to market. Show why this group of states is a good section for raising livestock.

Name and locate the cities that have large meat-packing plants. If any one has visited one of these great plants give him the opportunity of telling about it.

Do we import or export meat? See Reference Table X. Trace a shipment from Chicago to London. See Fig. 40.

Compare with the production of cattle and hogs in other countries. Show the pupils how to do this by finding the page references to both cattle and hogs in the Index. They must learn to do work of this nature independently.

Special exercises.—Compare Figs. 79 and 100. What story do they tell? Write to Swift and Company, Chicago, asking for their booklet describing a trip through their plant.

Lumber

Materials.—Text, Secs. 91–98; maps and pictures, pp. 71–75.

Teaching outline.—Is there a forest near your home? If so, tell what kind of trees grow in it. Are they manufactured into lumber? Describe the process beginning with the trees in the forest. Where is the lumber region of this group of states we are studying? What kind of trees grow there? What time of the year is the logging done? Why? Imagine a trip to a Wisconsin lumber camp and describe what you would see. If you have seen a sawmill, tell how the logs are manufactured into lumber.

What are the varied uses of lumber? What different kinds were used in the building and furnishing of this schoolhouse? Your home?

Locate the Northeastern, Southeastern, and Western lumber regions. What kinds of lumber are produced in each? Where do London, Liverpool, Glasgow, and Palermo get their lumber? See Fig. 109.

Are our methods of lumbering wasteful? What will be the result if a change is not made? What do the countries of Europe do to protect their forests and insure continued growth? Could we get along without lumber? What must we do?

Special exercises.—Send a committee to the local lumber dealer to find out the different kinds of woods he sells, what each is used for, and where they are from.

Write to your state forestry department and to the United States forestry department for information on forestry. Study Fig. 108 and tell why we have national forests.

Supplementary reading.—Carpenter: *How the World is Housed*, pp. 73 and 83. Merrill: *The Industries of Man*, p. 203. Merrill: *Our Occupations*, p. 73.

A General View of the North Central States

NOTE.—The purpose of this chapter is to present the important geographic materials that have necessarily been omitted in the preceding lessons; to review the large subjects taught under this group of states; to round out the study; and to provide some drill upon the essential physical and political features.

The teaching outline that follows should be used

as a guide for organizing and presenting similar general view chapters of other state groups.

Materials.—Text, Secs. 99–105; maps and pictures, pp. 52–80; Reference Tables at the end of the book; wall maps; Index.

Teaching outline.—What is the population of this group of states? Give and discuss in detail the four reasons that have caused so many people to come into this region. Show how the Great Lakes have been of such great help. Trace the water route from Chicago to New York. Do the same with the rail route. Why was it necessary to build the Welland Canal? The Erie Canal?

What are the factors and influences that have made Chicago a great trade center? What is manufactured there? What is the relation of Duluth to Cleveland and Pittsburgh? Find in Reference Table IX the fourteen cities referred to in Sec. 100. What facts are given about each? Try to find why each is important.

A general review can be had by working through the problems: Why are the North Central States called "the bread-basket" of the world? Why is one-third of the manufacturing of the United States done here?

List the raw products and the manufactures. What do you eat or wear or use that is produced here? What do these states bring in from the East? South? West?

The questions of the text should be assigned and thoroughly prepared. They include summaries of the preceding chapters, map studies, and drill upon the physical and political features.

Special exercises.—Assign to committees or the strongest pupils the task of finding out what is said about lumbering, wheat, corn, and livestock in other parts of the world. Show them how to use the Index in doing work of this kind.

Prepare and study as a class exercise, three black-board maps showing respectively the physical and political features, the raw products, and the manufactures of the region.

THE PLATEAU STATES

Sheep and Wool

Materials.—Text, Secs. 107–116; maps and pictures, pp. 82–85.

Teaching outline.—Our clothing is made principally from wool, cotton, silk, and linen. We are going to find out to-day where the wool comes from that is used to make our clothes. Read the text.

How does it happen that we wear second-hand clothes? Have you any sheep on your farm? Describe the shearing. What is done with the wool? How is it made into cloth?

Describe the life of a sheepherder. What is a sheepherder called in the Bible? How are the sheep cared for in the winter? What other countries raise

sheep? Examine Figs. 89 and 120 and see if you can find any relation between little rainfall and sheep raising.

Study the physical and political map of the Plateau States, also look at Figs. 52, 88 and 117. How does this group compare in surface, rivers, rainfall, products, population, etc., with the North Central States? Why are they called Plateau States?

Special exercises.—Make a chart telling the story of wool. Assemble a series of pictures on this industry.

Supplementary reading.—Merrill: *Our Occupations*, p. 113. Merrill: *The Industries of Man*, p. 94. Carpenter: *How the World is Clothed*, pp. 73 and 80.

Mining

Material.—Text, Secs. 117–123; maps and pictures, pp. 82–89.

Teaching outline.—Exhibit any ore you may have. What metal is gotten from this mixture of earth and stone and metal? What metals can you name that are used in building houses? Railroads? In making cutlery? Personal ornaments? We will find in the text a very interesting story telling us about mining in the Plateau States and what metals are produced.

Tell the story of the prospector and the mining town. Why are mining towns sometimes abandoned? Why is Butte, Montana, so notable? List the metals found in this group of states. Describe the several ways in which gold is mined? In what kind of region are these minerals usually found?

In what other countries of North and South America are gold, silver and copper found? See Fig. 279. What is said of the gold mines of Africa? See Fig. 425.

Special exercises.—Collect samples of any minerals there may be in your locality. Make a list of the uses of copper, gold, and lead.

Supplementary reading.—Merrill: *Our Occupations* pp. 91 and 96. Merrill: *Our Country*, p. 91.

General View

Materials.—Text, Secs. 124–131; maps and pictures, pp. 82–96; Reference Tables; Index.

Teaching outline.—The purpose here is similar to that stated for the lesson on the general review of the North Central States. Assign the text and questions. Give special attention to irrigation and beautiful scenery. The questions provide drill upon map studies and general summaries.

Special exercises.—Find out what Reference Tables IV, VI, VII, IX, and X tell of the Plateau States.

Study Fig. 135. Read the type study given in the reference and then the story of the Roosevelt dam on Salt River. Read what is said about irri-

gation in other parts of the world. Find this by referring to *irrigation* in the Index.

Make individual assignments to several of the strongest pupils to study and report on the following: The "Pony Express"; frontier life. Why is there so little rainfall? Who are the Mormons? The production of beet sugar. Yellowstone Park. Why are there so few railroads in the West?

Supplementary reading.—The Pony Express and Frontier Life will be found described in the life of W. F. Cody. McMurry, C. A.: Type Study, *The Salt River Project*.

THE PACIFIC STATES AND ALASKA

Oranges and Dried Fruit

Materials.—Text, Secs. 132–136; maps and pictures, pp. 97–99.

Teaching outline.—We have learned something of our bread, our meat, and our clothing. Would you now like to learn the story of our fruits?

Does your father raise fruit on his farm? Tell us about it. Describe the orange growing in California. Why is irrigation necessary? What are the advantages of coöperative marketing? What other fruits are produced? What are dried fruits? What kind of climate is necessary? Why is the winter on the Pacific Coast warm? What is said of other fruit-growing regions? How do the railroads and steamship lines help build up the fruit industry?

Special exercises.—Make a California picture exhibit. List the products the Pacific states send to the east, and list those that are sent in return.

Assign the following topics to the strongest pupils for study and report: Los Angeles as the center of the moving picture industry; The Pacific Coast as a winter resort; Seattle and San Francisco as great Pacific trading ports.

Supplementary reading.—Carpenter: *How the World is Fed*, p. 163. Merrill: *The Industries of Man*, p. 101. C. A. McMurry: Type Studies, *The Golden Gate and Crossing the Cascades*, Vol. I, No. IV.

The Pacific Salmon

Materials.—Text, Secs. 137–141; maps and pictures, pp. 97–103.

Teaching outline.—This chapter is a delightful story of the sea salmon. It should be read and reproduced as such. Variety can be introduced and the interest intensified by an imagined journey and the detailed experiences of the young salmon from the icy cold lakes, at the source of the Columbia river, to the sea, their growth to maturity, and return up the stream. Use the wall map.

How do the Indians of Alaska cure and protect their salmon? How does the white man preserve and market the salmon? What does the government do to aid the industry? Locate Alaska and other places where salmon are caught and prepared

for market. Trace shipments of salmon from the Columbia River to New York; to New Orleans; to London.

Supplementary reading.—Carpenter: *How the World is Fed*, p. 163. Merrill: *The Industries of Man*, p. 101. David Starr Jordan: *The Story of the Salmon*.

General View of the Pacific States and Alaska

Materials.—Text, Secs. 142–155; maps and pictures, pp. 96–110; Index; Reference Tables.

Teaching outline.—This lesson gives a general view of this group of states and Alaska, reviews the preceding lessons, drills on physical and political features, and presents a number of valuable problem questions. It is similar to the previous lessons giving general views of state groups and should be taught in much the same way. Use the text and questions freely. Use the Reference Tables and Index as was indicated in the first lesson of this kind.

Why is this section called a "wonderland"? Why is there little rainfall east of the mountains? Locate Death Valley. Why so called? Locate the Imperial Valley. Why is it so famous? Locate the wheat region and compare with that of the North Central States.

Special exercises.—Make individual assignments to the strongest pupils as follows: The early history of California. The discovery of gold and the forty-niners. What do we send to Asia and what do we receive in return? The gold rush to Alaska. The lumber industry of Washington and Oregon. The Panama Canal. The seal islands. Write to the chambers of commerce in several of the principal cities for information concerning the cities and regions in which they are located.

THE SOUTH CENTRAL STATES

Cotton and Deltas

Materials.—Text, Secs. 156–178; maps and pictures, pp. 111–124.

Teaching outline.—Just as the North Central States produce wheat, the principal food crop, so do the South Central States produce cotton, the leading product from which cloth and clothes are manufactured.

Name as many things made from cotton as you can. Bring to class as many samples of cotton cloth or articles in which cotton is used as you can. What are the uses of cottonseed? Bring samples if possible. Look through various periodicals and collect advertisements about anything that is made wholly or in part from cotton or cottonseed.

Describe a cotton boll, the growing, picking, ginning, and marketing of cotton. Examine the cotton map, Fig. 163. Why is this group and the South Atlantic Group of states so well adapted to the growing of cotton? Where are we growing

Egyptian cotton? Why? What is the purpose of the cotton gin? the cotton compress? Examine Fig. 162 and tell what effect the boll weevil has on the growing cotton. To what foreign countries do we ship cotton? Do we ship very much? See Reference Table X.

Examine Figs. 164 and 165 and tell what a delta is and how it is formed. Find one in your neighborhood. Look at the mouth of the Mississippi River in Fig. 159; tell why it has several outlets and why such a large arm of land projects out into the Gulf of Mexico.

Special exercises.—Collect a series of pictures on cotton. Classify them under the heads of production, marketing, manufacturing, and selling. Examine a cross section of an automobile tire and find what part cotton contributes to it.

Make special assignments of the following topics: Overflows and levees on the lower Mississippi. Production of cotton in other regions of the world, see Index. Compare the Nile and Mississippi Valleys as cotton regions.

Supplementary reading.—Carpenter: *How the World is Clothed*, pp. 14, 23, 34, and 44. Merrill: *The Industries of Man*, pp. 114 and 122. McMurry, C. A.: *Type Studies, Cotton*, Vol. I, No. II.

Petroleum

Materials.—Secs. 163–168; maps and pictures, pp. 112 and 118.

Teaching outline.—Name the different kinds of greases and oils used on the farm; in your home; in operating a tractor and an automobile. Of what use would machinery be without oil? automobiles without gasoline? Make a list of all the uses of petroleum that you can think of or find. Write the Standard Oil Company, 26 Broadway, New York, for a copy of "The Story of Oil".

Problems and questions.—Where is oil produced in this group of states? In what other state groups? In what foreign countries? How is oil formed? What is a "gusher"? See Fig. 167. Why are pipe lines used? The primary process in refining oil is called "distillation"; can you explain this? How does it happen that our country produces and uses more petroleum than others?

Special exercises.—Special assignments may include the following: What is natural gas, for what used, and where found? What is a "tanker"? Account for the location of large oil refineries at Baton Rouge, New Orleans, and Port Arthur. Should laws be passed to conserve our natural gas resources?

Supplementary reading.—Carpenter: *Europe*, p. 376.

General View of the South Central States

Materials.—Text, Secs. 169–178; maps and pictures, pp. 111–124; Reference Tables and Index.

Teaching outline.—The teacher is referred to the outlines previously given for similar lessons on other state groups. Do not lose sight of the fact that this is the time to bring in important topics that necessarily are omitted in the treatment of cotton and petroleum. Rice, sugar cane, tobacco, lumbering, manufacturing, population, cities, climate, map studies—all must be given sufficient attention to round out the study of this group of states.

Special exercises.—Problems for special assignment and report: Why is agriculture the most important industry of this section? How has the Mississippi River aided agriculture? How much of the United States is in the Mississippi Valley? What makes New Orleans a great seaport? List the imports and exports. Why is lumbering a large industry? Information about the rice industry may be had on application to the Southern Rice Millers Association, New Orleans. The Chamber of Commerce of New Orleans will send information about the development of the port and harbor facilities.

THE SOUTH ATLANTIC STATES

Vegetables, Peanuts and Naval Stores

Materials.—Text, Secs. 179–182; maps and pictures, pp. 125–128.

Teaching outline.—What does this section supply to the northern markets in the winter? Why is the coast section from Delaware to Florida so well adapted to growing vegetables and fruit? Why is Baltimore a great canning center? Tell something of the peanut industry. What different things are made from them? What are naval stores? How made? For what used?

Special exercises.—Assemble as many pictures as you can on this group of states; classify them according to industries. What is meant by "turpentine" a pine forest? How are turpentine and rosin made? List all the uses you can for naval stores.

Cotton Cloth

Materials.—Text, Secs. 183–185; pictures, pp. 129–130.

Teaching outline.—Review the study of cotton as taught under the South Central States. How did people make cotton cloth by hand many years ago? What made cotton cheaper than wool or linen? What other inventions reduce the cost of manufacture? Send a committee to a large dry goods store to list and find the place of manufacture of all the different kinds of cotton cloth and cotton clothes. From this classification try to find out what kinds of cloth are made in the South, in the New England States, and in England. What are the advantages in locating cotton mills in this region?

What is water power and why is it cheap? Why has New England taken cotton from the South for so many years and manufactured it into cloth?

Special exercises.—Refer to the Index and find out in what other countries cotton is made into cloth. Make a cloth chart, classifying the samples according to place of manufacture.

Supplementary reading.—Carpenter: *How the World is Clothed*, p. 44. Merrill: *The Industries of Man*, p. 122.

General View of the South Atlantic States

Materials.—Text, Secs. 186–190; maps and pictures, pp. 125–135; Reference Tables; Index.

Teaching outline.—Refer to the previous outlines on similar lessons. (See pp. 12, 13.) The teacher is again reminded that this is the time to unify the treatment of this group of states, to review the lessons that have just been taught, to drill on map studies, and to compare with other state groups.

Special exercises.—The following problems and questions can well be assigned to committees for special study and report: Why have the South Atlantic States more industries and manufactures than those of the South Central Group? Why has this group such a varied climate? Why is it desirable to drain swamp lands? What is the Inland Waterway? Report on Baltimore as a great trade and manufacturing city. Make a full report on Washington as the seat of the national government. Locate the seaports and list ten things that are exported and imported.

MIDDLE ATLANTIC STATES

Coal and Iron

Materials.—Text, Secs. 191–198; maps and pictures, pp. 136–142.

Teaching outline.—How was iron first made? How long ago? Why was it so important to ancient people? Why did Wilkes-Barre and Scranton become iron centers? What reasons caused Pittsburgh to become the greatest iron center in the world? Describe the new way of making iron. Who are the workers in the coal and iron industries? How can these foreigners become Americanized? What advantages does Pennsylvania have because of its great coal deposits? What countries of Europe produce much coal and iron? How has coal and iron helped to make the United States a great nation?

Special exercises.—List and locate all the large cities in this group that are important because of the iron and coal industries. Refer to the Index and find out what you can about the production of these two minerals in other parts of the world. Use the maps on pages 141 and 142. Assemble a large number of pictures on these industries. Collect a few specimens of iron and coal. Why is Pittsburgh

called “the Smoky City”? Make a list of as many different kinds of iron and steel products as you can.

Supplementary reading.—Merrill: *Our Country*, p. 91. Merrill: *Our Occupations*, pp. 91, 96, and 101. Carpenter: *How the World is Fed*, pp. 142 and 150.

A Great Trading City and a Great Trade Route

Materials.—Secs. 199–205; maps and pictures, pp. 138–147; Reference Tables and Index.

Teaching outline.—Problem: Why has New York grown to be the largest city in the world and the greatest trading center in America? The text gives in simple attractive narrative form the answer to this difficult question. Study carefully Sec. 199, the pictures and map, and Reference Tables VIII and IX, to give the class some idea of the location, size, business, trade, transportation, and manufactures of New York. Let us see what things caused this great city to grow, and why it is such a good place to buy and sell.

Emphasize the following topics: location; growth of the western country; necessity for trade; building the Erie Canal and the results; growth of great railroads; the harbor; steamship lines; growth of manufactures as a result of great stocks of raw materials; nearness of coal fields; foreign commerce. Vigorous discussion of these topics as they contribute to the greatness and growth of New York easily solves the problem for the children.

What other cities have grown for the same reasons? Account for the growth of cities along the route of the Erie Canal.

Special exercises.—List the imports and exports that go through New York and tell what you can of each. Make picture collections or charts on the following subjects: shipping and foreign trade; railroad and canal transportation; factories in New York; buildings and street scenes. Why is New York the greatest financial center of America? What are canal locks and why necessary?

Supplementary reading.—Merrill: *Our Country*, p. 227.

General View of the Middle Atlantic States

Materials.—Text, Secs. 206–213; maps and pictures, pp. 136–153; Reference Tables and Index.

Teaching outline.—The teacher is again reminded of the suggestions previously made for teaching similar chapters on other state groups. The treatment and questions of the text should be followed.

Special exercises.—Individual or committee assignments may be made for study and report on the following topics: What facts relating to this group of states are given in Reference Tables IV, VI, VII, VIII, IX, and X? Compare the population of this group of states with other groups.

Account for the differences. Why has Philadelphia grown to be the third largest city in the United States? Why is Independence Hall (see Fig. 225) the most notable historical shrine in the United States? For what are Atlantic City, Niagara Falls, and the Adirondack Mountains notable?

THE NEW ENGLAND STATES

How Fishing Helped Start Manufacturing

Materials.—Text, Secs. 214–219; maps and pictures, pp. 154–157.

Teaching outline.—Contrast the old days and the new in New England and then assign the following problems to be answered by a study of the text and questions: How did codfishing help start manufacturing? Why does such a large part of the population now live in cities and work in factories? Show how each of the following factors has helped to make New England our greatest manufacturing section: location and seacoast, trading, ship building, lumbering, water power, railroads, making cloth and shoes.

Special exercises.—Of what service are lighthouses and life-saving stations? Find out all you can about the fishing industry of Gloucester, Boston, and Portland. Make two lists, one showing what New England brings in and the second showing what is sent out.

The Manufactures

Materials.—Text, Secs. 220–230; maps and pictures, pp. 154–164.

Teaching outline.—Review the conditions discussed in the preceding lesson which favored manufacturing in New England. What influence have the good harbors and water power had? How is the manufacturing different from that of the Middle Atlantic States? Compare Figs. 232 and 224. What trade is carried on with other states and foreign lands? What do you wear or use in the home or on the farm that is made in New England? What is produced in your neighborhood that goes to New England?

Special exercises.—The brightest pupils may reasonably be expected to study and report on selected topics, *e. g.*, the shoe industry; making fine cotton goods; quarrying; lumbering in Maine years ago and as it is to-day; Boston as a seaport; what problems grow out of bringing in so many foreigners to work in the factories?

Supplementary reading.—Carpenter: *How the World is Clothed*, pp. 96 and 156. Carpenter: *How the World is Housed*, p. 110.

General View of the New England States

Materials.—Text, Secs. 223–230; maps and pictures, pp. 154–164; Reference Tables and Index.

Teaching outline.—Conduct this lesson as has

been outlined for similar lessons on other state groups. Use the text, the questions, the Reference Tables and the Index according to previous suggestions.

Special exercises.—It will be highly instructive if some of the following subjects can be looked up and reported on as class or special assignments: Points of historical interest in New England. Faneuil Hall. Education. Harvard University. Salem and ship building. Great contributors to American literature. The Pilgrims and the Mayflower.

Supplementary reading.—Merrill: *Our Country*, p. 156.

General Review of the United States

Materials.—Text, Secs. 56–230; maps and pictures, pp. 46–164.

Teaching outline.—A general review of the United States may be approached in many different ways. One is here suggested. The teacher is at liberty to use any other.

The purpose is to review certain minimum essentials and to aid in fixing them in the memory. The teacher should sketch on the blackboard at different lesson periods three or four outline maps on which the pupils will draw or write responses to questions. Use the first map for the physical features; the second for political subdivisions, cities, and transportation lines; the third for products; and the fourth for manufactures. As soon as the pupils understand what is expected, require them to prepare individual maps of the same kind.

THE NORTHERN COUNTRIES OF NORTH AMERICA

General View

Materials.—Text, Secs. 231–243; maps and pictures, pp. 165–171.

Teaching outline.—Recall the stories of the Eskimo and the Indian of the Great North Woods. Compare Canada with the United States with respect to size, population and industrial development. What are some of the many good reasons for the differences? What are some of the many points of similarity between the two countries?

Tell the story of Scott McDonald—his farm life, trapping, making maple sugar, why his uncle moved to Saskatchewan, his cousin in the dairy business in the St. Lawrence Valley, a coöperative creamery, etc.

What is said of trade and transportation routes? Fisheries? Newfoundland? Labrador? Danish America?

Special exercises.—Compare Eastern Canada with New England; the region from Winnipeg to the Rockies with the region from Minnesota to Idaho; British Columbia with Washington and Oregon. Prepare a general chart of Canada.

Assemble pictures of Canadian life. Find out what you can about the Hudson Bay Company and the fur trade. Why are Iceland and Greenland so different? Why should we feel friendly and neighborly toward Canada? Write a simple story telling why you would or would not like to live in Canada.

OUR ISLAND POSSESSIONS

The Coconut Grower

Materials.—Text, Secs. 244–247; maps and pictures, pp. 26, 172, 173, 174 and 175.

Teaching outline.—Who has seen a coconut? Can you bring one to class? What does Fig. 250 tell you? Study the text and tell the story of Emilio and his family. Compare the trading of Emilio with that of Otelne, the Indian. (See p. 7.) Compare the Chinese store with the Canadian trading post. What does Emilio do with his fifty dollars? Trace several articles back to their point of origin in the United States. Does your state produce or manufacture any of the articles mentioned in Sec. 246?

Special exercises.—Refer to your history text and find out how the United States came into possession of the Philippine Islands. What other products besides copra do we get from the Philippines? Compare the living conditions of Emilio and Otelne. What makes them so different? Write to the Bureau of Agriculture at Manila for information about the products of the Philippine Islands. Prepare a products chart. Collect as many pictures as you can.

Supplementary reading.—Carpenter: *How the World is Fed*, p. 295. Carpenter: *Australia*, p. 125.

The Sugar Islands

Materials.—Text, Secs. 248–255; maps and pictures, pp. 176–180; Fig. 51; Reference Tables.

Teaching outline.—Name all the uses for sugar that you can. Do we consume a great deal in this country? Yes, we use about four million tons. How much is this for each person? Where is so much sugar produced? Where do we produce sugar in this country? (See Secs. 127 and 172.) Let us now find out how “Uncle Sam fills his sugar bowl”. From this point on the text will answer this problem and give a description of the sugar islands.

Special exercises.—Write to the American Sugar Refining Company, New York, for printed matter describing the refining of sugar. See if you can find in the reference works in the library a statement telling the difference between “raw” and “refined” sugar. There is a government tariff on all the sugar imported into this country. Can you find out why the government imposes this tax? How much sugar do we import? (See Reference Table X.) From what island does most of it come?

Supplementary reading.—Merrill: *The Indus-*

tries of Man, p. 40. Carpenter: *Islands of the Sea*, pp. 134 and 367. Carpenter: *How the World is Fed*, p. 328.

General View of the Island Possessions of the United States

Materials.—Text, Secs. 256–261; maps and pictures, pp. 172–183 and 26.

Teaching outline.—In teaching this chapter use the same plan of procedure outlined for similar lessons on the state groups. Discuss the topics presented in the text. Expect the questions to be answered. Use the maps on pp. 26, 37, 173 and 180.

Special exercises.—Some of the following topics should be assigned for study and report by committees or by strong pupils: List the different island possessions of the United States and find out how we came into possession of each. List the products and show how each helps to supply us with something we need. Each member of the class may take one of our island possessions, find out as much as possible about it, make a chart or exhibit of pictures and other materials. Reports may be made to the class as if each had just returned from a trip to the island reported upon. Summarize the advantages of possessing these islands.

Supplementary reading.—Carpenter: *Australia*, pp. 119, 127, 134, 148 and 153.

THE SOUTHERN COUNTRIES OF NORTH AMERICA

General View

Materials.—Text, Secs. 262–267; maps and pictures, pp. 184–191.

Teaching outline.—Suggestions for “general view” lessons previously given will apply here. Study the questions carefully.

Problem.—How are the McDonald wheat farm in Saskatchewan, the wheat farms in the Dakotas and Kansas, and the rice farms in Louisiana dependent on Enrique, the Indian boy of Yucatan? Trace a bunch of bananas and a box of citrus fruit from Honduras to your grocery store, telling as much as you can of their production, shipping, and marketing. Why should the United States always be friendly with Mexico?

Special exercises.—Write to the United Fruit Company, New York, for printed matter on tropical fruits. Find out all you can about the oil fields and gold and silver mining in Mexico. How did Cuba become an independent state? Collect pictures of these southern countries. List the products we receive from them and what we send in return.

Supplementary reading.—Carpenter: *Australia*, pp. 319–370.

SOUTH AMERICA

INTRODUCTORY SUGGESTIONS

Additional material on South America may be obtained by writing the Pan-American Union,

Washington, D. C., for a descriptive pamphlet of the various countries. Steamship companies and industrial companies doing business in South America are usually ready to send bulletins or printed matter on travel or the products in which they are interested. The National Geographic Magazine, the Americas, the South American, and the Pan-American Union Bulletins are publications which provide excellent material and pictures on South America.

There are many interesting ways in which South America can be taught. The text may be followed, using the questions and problems as given, with such supplementary questions and special exercises as the teacher may find time to introduce. The lessons could be organized as a Tour of South America. The material could be developed around the problem: How does South America contribute to our needs and pleasure, and help to make the United States a greater country, and how in turn do we contribute to the welfare and prosperity of the countries of South America? As the first of these three plans is more likely to be used, the outlines that follow will conform to it quite closely.

It is well to note at this point that the use of the text, questions, maps and pictures, the problems, special exercises, and auxiliary activities have been frequently and clearly illustrated in the preceding lessons on the various state groups of the United States and the other countries of North America. It is thought that the repetition of so much detailed lesson planning is now unnecessary. In the outlines for the succeeding lessons it will be assumed that the teacher is adequately prepared to do much of the detailed organizing of the material to be taught. The outlining will therefore be in more general terms.

THE NORTHERN COUNTRIES

The Rubber Gatherers

Suggestions.—Make a list of the ways in which rubber is used. It is needed for many purposes. We use more than all the rest of the world. What is this important material? From whence does it come? How is it produced? Assign the text and questions. Take a trip from New York to Manaus.

Special exercises.—Rubber in other parts of the world. Why is the Amazon valley unable to supply us with sufficient rubber? Prepare a chart or booklet that tells the story of rubber. Compare the physical features and climate of the Amazon and Mississippi Valleys. What other products come from Brazil?

Supplementary reading.—Carpenter: *South America*, p. 343. Carpenter: *How the World is Clothed*, pp. 241 and 253.

Climbing to the Coffee Plantation

Suggestions.—What is the most common breakfast drink in our land? Trace your breakfast coffee back to the point of production in Brazil or Colombia. Describe in detail your imaginary journey up the Magdalena River to and from the coffee plantation.

Special exercises.—Steamships sail with coffee from Rio de Janeiro to New Orleans, load with raw cotton, and sail thence to Liverpool. There they load with many kinds of manufactured goods, and sail back to Rio de Janeiro. Examine Fig. 40. Why this triangular trade route? Read Sec. 178. What do these three seaport cities have for sale? What do they need? Coffee, cotton, and the manufactures of England here combine their interests, and create one of the most interesting of the regular ocean trade routes.

Supplementary reading.—McMurry: *Type Study, Coffee Plantation*. Merrill: *Industries of Man*, p. 61. Carpenter: *South America*, p. 293. Carpenter: *How the World is Fed*, p. 297.

General View of South America

Suggestions.—Make a comparison of North and South America as stated in question 1. With some help from the teacher the pupils may find the solution of this problem: Though South America was discovered and settled by Europeans before North America yet it has not progressed nearly so rapidly. Why? Compare the two continents with respect to population, cities, railroads, factories, etc.

THE EASTERN COUNTRIES

General View

Suggestions.—Why has Brazil so few people when it is such a large country? Why do most of the people live in the southern part of the country? Why is Brazil becoming such a great cattle country? Compare Argentina and Kansas. What reasons can you give for believing that the packing of meat will grow to be a great industry. Why are the Plata countries the most prosperous and progressive of the South American countries? Why is Argentina sometimes called the United States of South America?

GENERAL VIEW OF THE NORTHERN COUNTRIES OF SOUTH AMERICA

Suggestions.—Why do most of the people of this region live back in the mountains away from the seacoast? Why is the Orinoco Valley a treeless, grassy plain? Why is cattle raising the only industry? From a study of Figs. 279, 284, and 293 suggest reasons why the Guiana colonies are not progressive. What do Figs. 279, 280, 284, 291, 293, and 295 tell you about this region?

THE WESTERN COUNTRIES

The Nitrate Workers

Suggestions.—Tell the story of the Indian boy whose father works in the nitrate plant at Salar, Chile. Study Fig. 293. Why is this region dry? Contrast the wet and dry lands. Of what service is nitrate to the farmer? to our factories? How has the Panama Canal helped the nitrate business? Compare the climate of Chile with that of the coast line of North America from Lower California to Alaska.

The Andean Countries

Suggestions.—Recall that a little Philippine man, Emilio, gave us coconut. To-day we will learn that an Indian boy in Ecuador makes it possible for us to have chocolate candy and many other things made partly of chocolate. List all the things you can think of that are made from the cacao beans.

We have been taught that the Indians were savages. Was this true of the ancient Andean Indians? What have the white people of Europe and America done for Peru and Bolivia? Compare. Why do the people of Chile call themselves the Yankees of South America? Compare Chile with the Pacific coast of North America.

Special exercises.—Why would the ancient people of Andean countries have been better off without so much gold and silver? Why is the Irish potato wrongly named? Why would you expect the lowlands of Ecuador to be unhealthy? Write the Walter Baker Company, Dorchester, Massachusetts, and the Hershey Chocolate Company, Hershey, Pennsylvania, for booklets or printed matter telling about the cacao beans and the making of chocolate. What do travelers mean when they say it rains thirteen months out of the year in Southern Chile? Compare Figs. 295 and 133; why are there so few railroads in Chile? in South America?

General Review of South America

Suggestions.—Follow the same plan outlined for a review of the minimum essentials of the United States. (See p. 17.) Prepare carefully all the questions on p. 217 of the text.

Supplementary reading.—Carpenter: *South America*. Merrill: *How the World is Fed*.

EUROPE

INTRODUCTORY SUGGESTIONS

Europe is a complex continent. The great variety of races, customs, languages, industries, and physical features makes it seem like a Chinese puzzle to the average child. It is not possible to teach all the interesting geographic materials of Europe in this grade or even in the elementary school. It is too vast and complex. It is, therefore, far better, as

most courses of study do, to place emphasis upon a lesser number of countries and subjects and teach them well than to attempt the brief study of numerous small topics. England and France should be fully taught because of their relation to America, their foreign trade and prominence in world affairs.

The difficulty of securing outside materials should be anticipated by appointing in advance individuals or committees to collect pictures, specimens, books, newspapers, and other printed matter. For example, a pupil could be designated to clip from the daily papers and magazines interesting articles about Europe; to another, the collecting of pictures on shipbuilding; to a third, pictures of European costumes; to a fourth, pictures of homes,—and so on. Such materials will frequently not only give a good starting point but may be the basis for a splendid lesson. Newspaper clippings must be culled and classified with the guidance of the teacher. Make frequent use of the school readers, histories, the school library and the art museum. The Great Eastern Railway of England, 311 Fifth Avenue, New York, The French Steamship Line, 211 S. Fifteenth Street, Philadelphia, and The American Express Company, 65 Broadway, New York, will send on request descriptive travel literature on Europe.

Continue making charts. Classify them according to subject or country. Simple ready map-sketching and the writing of paragraphs on interesting topics should be frequent exercises. Each pupil may be expected to keep a list of important places as the work progresses, or one list may be kept by a committee and used by the entire class when review time comes around. The "what, where and why" contest, described in the Introduction would be a popular way to make use of such lists.

The following books will be found of value for reference purposes and for supplementary reading:

Allen: *The New Europe*; Carpenter: *Europe*; Carroll: *Around the World*; Andrew: *Seven Little Sisters*; Shaw: *Big People and Little People of Other Lands*; Mulet: *Sunshine Lands of Europe*.

INTRODUCTORY LESSON

Relations of Europe to North America

Suggestions.—How are we related to the peoples of Europe? With the help of the teacher, the pupils should refer to their histories and world map and tell what European peoples first settled our Atlantic Coast, Mexico, Louisiana, Canada, and New York? Why is England called the "Mother Country"? From what country in Europe did your people come? Locate Europe on the globe and on the map of the world. Compare with North America with respect to location, size, population, number of countries, coast line, ocean trade routes, etc. (See Reference Tables for data on size and population.)

The Ships and Shipbuilding of Europe

Suggestions.—Where do we build ships in the United States? Read and tell the story of Mary McGregor whose father is a shipbuilder at Glasgow. Why is shipbuilding so necessary for Great Britain? Why does Europe need so many ships? Oceans were once considered barriers; now they are our greatest highways for trade and travel. Can you tell why? How do they benefit the land? Study Figs. 31, 40, and 327.

The United Kingdom

Suggestions.—Problem: What natural advantages have helped to make Great Britain a great nation? The topics in the text solve the question. Of what value are the games and outdoor pleasures? What is notable about Scotland? Wales? Ireland?

How have the dominions and colonies helped Great Britain to become the greatest commercial and manufacturing nation in the world? What do we send to England and what do we receive in return?

Special exercises.—The British Empire is now coming to be known as the British Commonwealth. Can you tell why? Compare the laws and government with our own.

England is a "free trade" country; that is, imports are not taxed, as a rule. Can you show that this is a wise commercial policy?

Growing Sugar Beets and Rabbits in France

Suggestions.—Recall what has been previously studied about the production of beet and cane sugar. Read and tell the story of Jean Ribot, the farm, the rabbits, village life and the sugar harvest. What great historical events have made us very close friends of France? Look up the story of LaFayette; the Louisiana colony and purchase; and the World War.

Special exercises.—Read or tell the story of Joan of Arc to the children. Study pictures of peasant life, as, *The Gleaners*; *The Angelus*. Pupils may bring in for study and discussion postcards or souvenirs brought from France by older brothers or fathers during the World War. Make a picture chart on the peasant life. On the products and manufactures. Make a list of the things we import from France.

France and Belgium

Suggestions.—Why can France, although small and densely populated, feed her own people? What does France buy from other countries and what does she sell in return? What are some of the lessons we could learn from the French people? Why is Belgium the "workshop" of Europe? How does it support such a dense population? How does northern France and Belgium differ from the rest

of France? Find out as many interesting things about Paris as you can.

Holland and Germany

Suggestions.—Why is Holland called the "dairy farm" of Great Britain? Why is this country called The Netherlands? Why is the soil fertile? Why do you think so many canals are used? The making of a windmill, or the construction of a Holland scene, are means of expression which children enjoy. The story of "Hans Brinker and the Silver Skates" is a delightful book to read at this time.

How did Germany become a republic? How has education helped Germany? What conditions and influences have made Germany a great commercial and manufacturing nation? Compare with England? Why is the Rhine valley like New England? What is sent to the outside world and what is purchased in return?

The Scandinavian Countries

Suggestions.—Suggest a reason why the people of Norway, Sweden, and Denmark are so much alike. What lessons can we learn from the Danish farmer? Why has the Scandinavian peninsula so sparse a population? Why have these countries never been at war, and have never been conquered? What is the effect of the Gulf Stream? Why is it necessary to go to the sea for a living?

Compare the Lapps and the Eskimos. Of what service is the reindeer? Why has our Government introduced reindeer into Alaska? How do the Finns make their living?

Special exercises.—Tell the class about some of the early sea voyages of the Norsemen. Is it certain that Columbus was the first European to reach America? What do the Scandinavian countries send to other lands and what do they receive in return?

The Swiss Mountain People

Suggestions.—Problems: Why is Switzerland called "The Playground" of Europe? Why will Franz and his grandfather live in a different stone hut or cottage each month in the summer? How do the Swiss manufacture when they have no coal or petroleum for fuel? How is it that this little country has always maintained her independence in the face of many foes?

Special exercises.—Collect pictures showing the natural beauty of the land and telling of the quaint life of the people. What do we import from Switzerland? Write an exercise telling the story of Franz. What notable rivers have their sources in the Alps Mountains? What is a glacier and what does it do?

Switzerland and Austria

Suggestions.—Can you tell why so few wild animals are to be found in the Alps Mountains?

Why do the Swiss have three languages? What tells you that there is a good government? Why do you suppose the League of Nations was located at Geneva? An interesting picture of Swiss life may be found in Mark Twain's "A Tramp Abroad".

Compare Austria with Switzerland. Why do the people of Austria find it more difficult to make a living now than before the World War? Locate the cities of Salzburg and Vienna and tell why each is notable. Why was Austria-Hungary divided between seven countries after the World War?

The Italian Mountain People

Suggestions.—Read and tell the story of Toni, the village, the mountain gardens, and the chestnut harvest. Where are other chestnut regions located? Compare the value of the chestnut tree to the Italian farmer with the corn plant to the American farmer. What section of the United States could be made more valuable by lessons learned from the Italian farmer? Why are Italian farmers who come to America so successful?

A project in which the children would take great interest is the building of a Swiss scene on one side of the Alps showing the mountains, cottages, a Swiss chalet, a herd of goats, and a waterfall, while on the other side is represented an Italian village and farm scene.

Italy

Suggestions.—In what ways has the volcano helped and hindered the Italians? What does the city of Pompeii tell us of ancient Rome? For what are Rome and Florence noted? Compare the surface of Italy with that of England and France. Why are nearly three-fourths of the people of this mountainous country farmers? What do the farmers produce? What is the Italian Riviera? Compare the Plains of Lombardy with those of our North Central States. Why has Italy less manufacturing than France or Switzerland? Why are her cities not so large as those of England or the United States? Why have so many Italians come to this country?

Special exercises.—Why were the ancient Romans able to rule all the countries around the Mediterranean Sea? If there is an art gallery in your city do not fail to have the class visit it. The director will help the pupils in an appreciation lesson on art productions from Italy and other European countries.

Spain and Portugal

Suggestions.—Why are Spain and Portugal such poor countries? What of the climate, surface, principal crops and mineral resources? Why has greater development not taken place? Why so few railroads? In what part of the United States could

we grow the cork oak tree? What is sent to England and what is purchased in return? What kind of government has Spain? Portugal?

Special exercises.—Why is Spain an interesting country to Americans? By reference to your histories find that Spain was once a powerful nation engaged in foreign commerce and great explorations. Read the stories of Isabella, Columbus, the Moors and Granada. What discoveries and settlements were made in the New World? What colonies in North and South America did she once own? What should Spain and Portugal do to become prosperous and wealthy?

The Balkan Countries

Suggestions.—Why is there so little trade and travel? Why are there so many different people and languages? What conditions and circumstances keep the people poor?

Show that Greece differs greatly from the other Balkan countries. Note specially its location and surface features. What are some of the advantages of having fine harbors? Long ago the Greeks were the most enlightened people of the world. What are some of the great gifts that have come to us from this civilization?

What is said of Constantinople? Yugoslavia? Albania? Bulgaria?

Special exercises.—Why do so many people visit Greece? Perhaps you can go to an art museum and see some of the treasures that have come from Greece. Study a picture of an ancient Greek building and see if you can tell something of the style of architecture given to the world by the Greeks. What were the Olympian games? Tell the pupils something of the great contributions of language, literature, laws, art, and athletics made by the ancient Greeks to the civilized world.

Why have so many nations wanted Constantinople? How did the World War help the Balkan countries? Why is Bulgaria the best of these states?

The New Countries of Central Europe

Suggestions.—Why was Poland made a free and independent state after the World War? What kind of people are Czechs and Slovaks and where is their land? Where is the "highroad" of Hungary and Rumania? What do these countries send out and what do they purchase in return? What do these countries need to do to become more prosperous?

European Russia

Suggestions.—Compare and contrast Russia with the United States. Name the crops grown. Locate the large cities. What four seas touch Russia? Trace each of the large rivers from source to mouth. Of what great service are they? What is of special

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interest about the Caspian Sea? What are the tundras? What are the mineral products? What caused the people to change the form of government? What does Russia export and import? Why is the country not as progressive and prosperous as the other countries of Northern Europe?

Special exercises.—Why did Russia, before the World War, buy so much agricultural machinery from the United States and other countries? Why have the Russians always wanted Constantinople? What changes do you think are necessary to make Russia a great and prosperous nation?

General Review of Europe

Suggestions.—It is suggested that the teacher refer to what has been previously said on the teaching of general and review lessons.

Problems.—Why has Europe made such a good home for so many powerful nations? Why is there so much wealth? Why are there so many different peoples and languages? Why is it the greatest country for shipping and trade? How do you account for the fact that the people of northern countries are more prosperous and wealthier than those living in the southern countries. What would be the effect if all communication were cut off between Europe and North America? To what extent have the ocean trade routes influenced the development of Europe? Why have Europeans explored and settled many parts of the world?

AFRICA

INTRODUCTORY SUGGESTIONS

Read again the recommendations made at the beginning of the study of Europe and of South America. They apply equally well to Africa and need not be repeated here.

Africa is a continent which fascinates children. It is easy to teach, except that there may be some difficulty in satisfying the thirst for information concerning the Dark Continent and its mysteries.

The study may begin with the problem: "Why did Africa remain an almost unknown land for so long?" or, you may take the life of Livingstone or Stanley, and as the story is read to the class trace the routes of their journeys. The class could assist by finding other stories and facts to contribute to the study. Make a comparison of Africa as known to those men and as it is to-day. In December, 1920, and January, 1921, the *Saturday Evening Post* contained a series of excellent articles on Africa. These may be found in the library or ordered from the publishers.

Specimens of products can be collected, such as ivory, ostrich feathers, rubber, camel's-hair cloth, bark cloth, coral, palm nuts, etc. Pictures are difficult to obtain, but diligent search will usually

produce a few. The Overseas Settlement office, 59 Victoria Street, London, will furnish information concerning the British Colonies of East Africa. The "Guide to Rhodesia" is distributed by Norton, Lilly & Company, 26 Beaver Street, New York.

During the study of the several lessons some attention should be given to the wild animals of Africa. All pupils who have been to a large circus can readily tell about some of them. The class may make a list of the animals, and then each pupil may select one for special study and report. Such a study may well include a description of the animal, its home, food, care of young, value or danger to man. Pictures, drawings, and possibly a model of the animal could be used. The children will enjoy work of this kind.

Supplementary Reading.—Chamberlain: *Africa*. Carpenter: *Africa*. Pratt-Chadwick and Lamprey: *The Alo Man*.

SUGGESTIONS BY CHAPTERS

The Continent of Africa

Suggestions.—This chapter may be developed around the problem, Why did Africa remain an almost unknown land for so long? The following topics will aid in solving the question. The climate; deserts of the north and south; disadvantages of getting to the interior by means of the rivers; the plateau; the narrow unhealthy coastal plain; the jungles; the animals and insects; the hostile natives. The fact that the savage and semi-civilized natives produced so little to sell to the outside world and required so little in return was a great influence that hindered development. Have the pupils summarize the reasons why Africa remained the dark continent for so long.

Special exercises.—Tell the pupils something of the history of Northern Africa, Egypt and the Nile; Commodore Decatur and the Barbary pirates. Why was North Africa better known than other sections? What influence caused the Europeans to begin to grab land and to make settlements in Africa? Why are there only two fully independent countries? What is the government of South Africa? Compare it with Canada. Compare the three big lakes in East Central Africa with our Great Lakes. Explain why they will never be as valuable to Africa as the Great Lakes have been to North America. Make other comparisons with North America.

The People of the Desert's Edge

Suggestions.—This is a splendid story lesson and should be so taught. The teacher may read one or two sections to arouse interest and then ask the pupils if they would enjoy reading the entire story so as to learn how Hakim and his family live on the edge of the great Sahara Desert in Africa. The

reproduction of the story should develop a number of interesting questions.

Special exercises.—Why is the camel the most valuable possession of the Bedouin? What is a caravan? What kind of government do these people have? Collect pictures describing the life of the Bedouin people. Write descriptions of Hakim's school and of Suleima's school.

The Countries of Northern Africa

Suggestions.—Why is it necessary to cross the desert? What are the dangers? Railroads are now being built out into the deserts. What are some of the difficulties to be encountered? What advantages will follow? Why is an oasis like an island? What trade goes on between the nomad and the oasis dweller?

Why is Egypt called "the gift of the Nile"? This problem will show how the Nile made Egypt and how dependent the people are upon this great river. It will organize many geographic facts. The map should be used freely. Recall the Bible stories of Egypt. Was it once a great and powerful country? How is farming carried on without rain? Why did the ancient people worship the Nile? Why did the Romans call it their granary? What is said of Egypt to-day?

Special exercises.—What have the British done to help the Egyptians? Why do travelers visit this country? Collect pictures of Egyptian scenes. Construct on the sand table or in the yard illustrations of the Nile valley—the pyramids, the sphinx, obelisks, etc. Make a list of the products.

Compare the Nile and Mississippi valleys. Great levees are built on the lower Mississippi to keep out the flood waters. Why are they not built on the Nile?

Central Africa and Its People

Suggestions.—The story of Bong and Rita, the black boy and girl, should be read by the pupils as a story and reproduced in class. This story and the questions of the text should result in an excellent lesson.

Special exercises.—For what products do the United States and England depend upon the people of Central Africa? What is sent to them in return? Read selections from the life of Livingstone, and Stanley's "In Darkest Africa." Trace Stanley's journey on the map. Why is the Congo River called the Amazon of Africa. If you have seen a big circus tell what animals in the menagerie came from this part of Africa.

South Africa and the African Islands

Suggestions.—Why is South Africa called "White Man's Africa?" Why is it like the Dominion of Canada? What are the agricultural industries and

how are they influenced by the climate? Compare this region with our Pacific Coast and Plateau States. In doing this use the physical, rainfall and vegetation maps of the two regions. Also note the pictures. What is said of the mining?

Locate each island or island group and tell why each is of importance to the country which owns it.

Special exercises.—Why is the ostrich such a valuable bird? Make a list of the exports and imports of Cape Town and Delagoa Bay. Who are the Boers? From what country did they come?

General View

Suggestions.—The teacher would do well to follow the same plan for summarizing and reviewing that has been previously given for the United States, South America and Europe.

ASIA

INTRODUCTORY SUGGESTIONS

Read the introductory statements for South America, Europe, and Africa which are given in the preceding pages of this Manual.

Materials on Asia may be obtained from the following sources:

Nippon Yusen Kaisha, Railway Exchange, Chicago, or 409 Calman Building, Seattle. Pacific Mail Steamship Company, San Francisco; China and Japan, Canadian Pacific Ocean Service Ltd., Chicago; Dutch East Indies, National Foreign Trade Council, India House, Hanover Square, New York; The Far East, Holland American Chamber of Commerce, San Francisco; Japan, Japan Society, 165 Broadway, New York; silk, Belding Bros. & Company, 201 W. Monroe Street, Chicago; tea and spices, Irwin, Harrisons & Crosfield, Inc., 90 Wall Street, New York.

The study of this great continent may be introduced through the following problems:

What parts of Asia are favorable for people to live in and to prosper? Why? Find the solution through a study of Figs. 440, 441, 454, 456 and 460. Helpful questions are: Locate regions where surface and climatic conditions are favorable and unfavorable. Is the Indian Ocean more or less valuable than the Arctic? the Pacific? Is the valley of the Ganges more favorable than that of the Yenesei?

Supplementary reading.—Chamberlain: *Asia*. Carpenter: *Asia*. Mitchell: *Paz and Pablo*.

The Silk Growers

Suggestions.—Of what materials do we make our clothes? We have already learned about cotton, wool, and linen. Would you now like to find out where silk is produced and how it is made? Let us read the story of Shunzo Ito and his family. After study the pupils should reproduce the story. A number of thought questions will arise.

Special exercises.—Measure off an acre of ground to find out just how large Ito's tiny farm is. How large is your farm? Of what material is your fishing rod? Why can the bamboo in Japan be used for the framework of houses? It is used for making a variety of other things. Can you make a list of them? Trace the route of a bale of silk from Tokyo to Paterson, New Jersey. Write a description of the production of silk. Collect samples of silk and mount them on a large cardboard. Secure pictures of the silk industry.

Japan

Suggestions.—Tell the class about the visit of Commodore Perry to Japan. What kind of people did he find? What evidence can you cite to show that the Japanese are a civilized, progressive and cultured people? What geographic conditions are favorable? Compare the location with that of England. How do so many people live in such a poor little country? How does the sea help? How has manufacturing and trade helped to make the country powerful?

Special exercises.—What neighboring countries does Japan rule? Of what special advantage is Shantung? Korea? Dairen in China? Why has shipping and foreign commerce developed? If you believe Japan is a great nation, tell why. What kind of government does Japan have? religion?

The Chinese Tea Grower

Suggestions.—Do you drink tea? We can find out where our tea is grown, learn a great deal about Li Yu and his family as it is given in our text. The reproduction of the story and the questions that arise should constitute the principal part of the lesson.

Special exercises.—What has tea drinking to do with the health of the Chinese people? Why does not Li Yu receive as good a price for his tea as formerly? Why do we not raise tea? Compare the lower Yangtse valley with our southern Mississippi valley. What do we send China in exchange for tea?

China

Suggestions.—China is the oldest civilized nation, yet to-day we consider it backward and unprogressive. Why? The following questions will aid in the study of this problem: Why did the Chinese come to a certain way of doing everything? What is said in the text to prove that China was civilized long before the time of Christ? Ocean trade and travel are comparatively recent. Show that without ocean communication China is cut off from the balance of the world by physical barriers. How would this isolation cause unprogressiveness? Marco Polo's "Travels in China" may be used here if obtainable. Why was the Great Wall built?

Compare the great plain with the lower Mississippi valley. What are the leading products? Compare the raising of rice with our own production in Louisiana. What is said of trade and manufacturing? What change has been made in the government? Compare the Chinese Republic and the United States with respect to size and population.

Special exercises.—Name and discuss the evidences that China, after many centuries without change, is to-day rapidly adopting the progressive civilization of the United States and other nations of the Western World.

Can you account for the famines that sometimes occur in China? What changes would prevent them? What will happen when the coal and iron and other resources are used as fully as we have developed similar resources in the United States?

Why is there such a friendly feeling for the American people? Tell the class what was done with the indemnity money following the Boxer trouble. The other nations took all they could get while the United States returned it to the Chinese to be used as an endowment fund for educating Chinese boys and girls in this country.

Locate several of the important cities and tell why each is notable. Name and locate the four territories. Why are they not so advanced as China proper?

Asiatic Russia

Suggestions.—Why has Asiatic Russia been the last of the great plains regions to be developed? How will its settlement add to the food supply of the world? Compare this region with the northern part of North America. What are the distinguishing features of each of the four regions described in Secs. 469-472? Give reasons for your statements. Compare the life, industries, trade, education, and pleasures of the Kirghiz with those of the city or neighborhood in which you live.

Southwestern Asia

Suggestions.—Why are we so deeply interested in this region? Recall the Bible stories which tell of the power and glory of these ancient lands. Why did they once flow "with milk and honey" and later decline? What changes have come about as a result of the World War? Will British enterprise cause the valleys of the Tigris and Euphrates to become green again with crops, and be the home of many people? Why will Arabia never become a great, prosperous country? Of what importance to commerce is the Suez Canal?

India

Suggestions.—Why is Ceylon a valuable possession of Great Britain? What do the products tell you of the climate? Why has India such a variety

of regions and people? What climatic and surface conditions make it possible to support so many millions of people? What exchange of products takes place between England and India? What is Great Britain doing to develop the country? Compare the Ganges and Indus valleys. Famines were once frequent but now seldom occur. Why? How does the caste system hinder progress?

Special exercises.—Collect pictures and clippings on the animals. Prepare a picture chart of the products. Write a short story of an imaginary trip to Ceylon or to the Indus Valley.

Over the Roof of the World

Suggestions.—A very satisfactory treatment of this chapter is to assign it for study and have it reproduced as a descriptive journey.

Special exercises.—Do you see any advantages or disadvantages of the great mountain wall to India? Why has Tibet remained an unknown country until recently? What would be the advantages of a railroad from the coast into the province of Chengtu?

The Countries of Southeastern Asia

Suggestions.—Depend largely on the text and the questions there given for this lesson. The following questions will help develop the material of the text: Why are these countries of Southeastern Asia considered among the most valuable possessions of the European nations? What influence did trade and commerce with this part of Asia and the East Indian islands have on the discovery of America by Columbus in 1492?

General View of Asia

Suggestions.—It is suggested that the teacher use the same general plan for reviewing the continents that has been clearly outlined in previous lessons.

AUSTRALIA AND THE PACIFIC ISLANDS

Suggestions.—Examine Figs. 488, 490, 494, 496 and 497. Why do most of the people live on the eastern and southeastern coasts of Australia? What agricultural products would you expect in both of these countries in view of the climate and the surface features? What European people settled these lands? Compare the natives of the two. What is said of the history and government? Compare with the history and government of the United States, Canada, and South Africa. What exchange of products takes place with England? with the United States?

Have the pupils study and reproduce the general description of the Pacific Ocean and its islands as found in the text.

Special exercises.—Why is New Zealand better

fitted to be a home for the English than is Australia? How do these two countries help England? How large is Australia as compared with the United States? Compare the size of New Zealand with Pennsylvania. How do these countries compare with the United States and England in trade, industrial prosperity, education and general enlightenment?

Why is the Pacific Ocean not used as much for commerce as the Atlantic? Why do we know so little about many of the islands of the Pacific? What are cannibals?

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Carpenter: Readers on Commerce and Industry: How the World Is Fed; How the World Is Clothed; How the World Is Housed. American Book Co.
Carpenter: Geographical Readers: North America; South America; Europe; Africa; Asia; Australia. American Book Co.
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King: This Continent of Ours.
Merrill: Geographic Readers: Home Geography; Our Occupations; The Industries of Man; Our Country. Pioneer Publishing Co.
Mitchell: Paz and Pablo. World Book Co.
Mulets: Sunshine Lands of Europe. World Book Co.
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